

Ohio Slavic and East European Newsletter

Published for the Slavic Studies Community in the
State of Ohio by the Center for Slavic and
East European Studies, The Ohio State
University, 230 West 17th Ave.,
Carole Rogel
Editor

OSEEN is published twice a month during the academic year. It is mailed free of charge to all those on our mailing list. If you are not on our list and wish to receive OSEEN regularly, please let us know.

OSEEN welcomes news items and notices of Slavic interest from around the State. Items of less than one page in length are carried without charge. Deadlines for the receipt of material are the Monday preceding the first and third Thursdays of each month. The deadline for the next issue is May 15.

For further information please call one of the following numbers (area code 614): Editor: 422-7200; Slavic Center: 422-8770.

OHIO SLAVIC CALENDAR

- | | |
|--------------|---|
| May 6, 1978 | -WOSU Radio Series (12 noon) 8.20 AM
Dr. Harold Berman, Harvard University
<i>"Human Rights in the Soviet Union"</i> |
| May 13, 1978 | -WOSU Radio Series (12 noon) 8.20 AM
John Cooley, Christian Science Monitor
<i>"Soviet Intervention in the Middle East"</i> |

AAASS 1978 NATIONAL CONVENTION PRELIMINARY PROGRAM AVAILABLE

(1444) Preliminary programs for the 1978 conference to be held in Columbus, Ohio, October 12-15, 1978 are now available. For a copy of the preliminary program and further information about the conference contact: AAASS, 190 West 19th Avenue, Ohio State University, Columbus, Ohio 43210

POLONIA MEDIA CONFERENCE

(1445) Mt. Vernon College will sponsor the 1978 Polonia Media Conference, the theme of which will be *"Toward a Unified Ethnic Media."* The conference will be held on June 10-11, 1978. For more information write: Mt. Vernon College, Foxhall Road, Washington, D.C.

COLLOQUIUM: NATIONAL UNIVERSITIES IN MUSLIM AREAS, WHITHER? TURKEY, SOVIET CENTRAL ASIA, AND PAKISTAN

(1446) The colloquium sponsored by Michigan State University, will focus on the development and recent problems of the higher educational systems in three important Muslim regions. It will be held on May 19-20, 1978. Inquiries should be addressed to the Asian Studies Center, International Center, Michigan State University, East Lansing, MI. 48824. Telephone: (517) 353-1680.

ANNOUNCEMENTS FROM THE ROMANIAN LIBRARY

(1447) 1) For those visiting New York City, the Romanian Library offers many cultural attractions free of charge. In May these will include an exhibit of posters by Iosif Molnar, a Romanian artist of Hungarian nationality; a violin recital by Carol Kushner; and a showing of the feature film "Stephen the Great." For dates and additional information contact: *Romanian Library, 200 East 38th Street, New York, New York 10016 (Telephone: (212) 687-0181)*.

2) The "Babes-Bolyai" University at Cluj-Napoca is offering two summer courses for students from abroad. They are 1) "Romanian Civilization" and 2) "The Romanian State 1918-1978." The courses will be given between July 10 and July 29. For more information write the Romanian Library.

OHIO STATE'S "HAIDUCI" DANCE GROUP TO TOUR ROMANIA

(1448) A Romanian delegation, visiting the Ohio State University last Spring, saw and was impressed by the Romanian Club's "Haiduci" dancers. The performers were subsequently invited, together with their director, Rodica Botoman, instructor in the Romance Languages Department, by the Romanians to visit Romania. The dancers will leave for Romania on June 12. (Source: Ohio State Lantern, April 28, 1978)

SUMMER NON-CREDIT OFFERINGS AT OHIO STATE

- (1449)
1. Russian Folk Art
Instructors: Tamara Shamson
Wednesdays, June 21-July 19, 1978, 7:30-9:30 p.m.
 2. Russian Folk Tales
Instructor: G. Koolemans Beynen
Thursdays, June 22-July 20, 1978, 7:30-9:30 p.m.

For more information contact: *Mary K. Ludwig, Division of Continuing Education (Phone: (614) 422-8571)*

IREX'S SURVEY OF SUMMER LANGUAGE COURSES AVAILABLE

(1450) Irex's annual Survey of Summer Language Courses Offered in the U.S., Canada, and Europe: Summer 1978 is now available. Address requests, with 24¢ postage per copy, to the attention of "Summer Survey," IREX, 110 East 59th Street, New York, New York 10022.

YOUTH TOURS TO RUSSIA

(1451) The National Council of American-Soviet Friendship, Inc. will sponsor a number of youth tours to the Soviet Union this summer. For further information write: *Kathy Rothschild, Youth Division, National Council of American-Soviet Friendship, 156 Fifth Ave. Suite 304, New York, New York 10010 (Telephone: (212) 989-6677)*.

AAASS TEXTS ON EASTERN EUROPE

(1452) The AAASS Education Committee has available the following texts or essays (ranging from 40 to 123 pages each). They are designed for introductory college courses. Complementary film strips and tapes are also available.

The Peoples of Eastern Europe
Walter C. Bisselle

The Economies of Eastern Europe
Edward A. Hewett

The History of Eastern Europe
Joseph Held

Society and Social Change in Eastern Europe
Bogdan Denitch

The Literature of Eastern Europe
Tamas Aczel

The Geography of Eastern Europe
Dean S. Rugg

Eastern Europe and the World
Charles Gati

The Politics of Eastern Europe
Ivan Volgyes

The Music of Eastern Europe
Jelena M. Djuric

The Legal Systems of Eastern Europe
William E. Butler

For more information write: *Professor Ivan Volges, Department of Political Science, The University of Nebraska-Lincoln, Lincoln, Nebraska 68588.*

NEW JOURNAL ON RUSSIAN LITERATURE

(1453) *Forum at Iowa on Russian Literature* has been conceived as a refereed journal aimed primarily at an audience of specialists. For the foreseeable future it will appear on an irregular basis (probably once a year) and will provide an additional outlet for an already existing professional dialogue. Only critical studies will be accepted (no *belles-lettres*). It is not the intention of the editorial board to support any single scholarly approach exclusively, but to encourage all approaches that contribute to the intellectual vitality of the field. Comparative studies will be considered for publication, provided appreciable emphasis is devoted specifically to Russian literature. Theoretical studies are also welcomed. The next issue will be devoted exclusively to problems of structuralism and semiotics. No materials on any other topic should be submitted until after Forum 3 has appeared.

All articles received will be given prompt and serious attention. Manuscripts received will be circulated not only among members of the advisory board, but also among specialists in the given area. All correspondence should be addressed to: *John Glad, Director of Slavic Studies, Germanic and Slavic Department, Foreign Languages Building, University of Maryland, College Park, Maryland 20742.*

NEW COURSES AT OHIO STATE FOR 1978-79

(1454)

History of Art

- Autumn Quarter: 545 Russian Art--Russian art and architecture from the Muscovite period (beginning 1328) to the present.
- Winter Quarter: 645 Modern Russian Art--Russian painting and sculpture from 1800 to present.
- Spring Quarter: 745 Studies in Russian Art--Selected problems in the painting, sculpture and architecture of Russia.

NEW COURSES AT OHIO STATE FOR 1978-79 (CONT.)

Yiddish

(To be taught in the Division of Hebrew Language & Literature)

Autumn Quarter: 101 Elementary
Winter Quarter: 102 Elementary
Spring Quarter: 103 Intermediate

Bulgarian

(to be taught in the Slavic Department)

Autumn Quarter: 101 Elementary--Development of oral and written language skills.
Winter Quarter: 102 Elementary (continued)
Spring Quarter: 111 Intensive Intermediate Bulgarian (class meets 2 hours daily)--
The sequence 101, 102, 111 can be used to satisfy the language requirement. This sequence will be offered every third year.

*New Courses Approved for 1979-1981
(to be offered on a three year cycle)*

1979-80 Ukrainian 101, 102, 111
1980-81 Czech 101, 102, 111

PRESIDENT'S COMMISSION ON FOREIGN LANGUAGE ESTABLISHED

(1455) President Carter has established a Commission on Foreign Language and International Studies. For the full report see Addendum to OSEEN, May 4, 1978, Vol. VI, No. 16.

Camp Ohio mirrors Soviet counterpart

Mon., April 24, 1978 ★ ★ Columbus Citizen-Journal

BY DON BAIRD

Citizen-Journal Staff Writer

She had been in one of Hitler's westbound boxcars more than 30 years before, listening as the monotonous rattle of wheel against rail increased the distance between herself and her native Russia.

Saturday, she took time from dishwashing at an Ohio 4-H camp to find the words which had failed a 15-year-old Bexley girl.

VERA DEMETER was in the kitchen of the main building at Camp Ohio near Utica in northern Licking County. But it wasn't being called Camp Ohio this weekend. It was Lager Druzhba — Camp Friendship in the Russian language.

Demeter had been born in Russia. The Germans moved her in 1944 from her home in Odessa, on the Black Sea, to one of their World War II labor camps.

SHE LATER emigrated to America and now teaches Russian and German at South High School.

Tolerance, better command of English, appreciation of your own culture — those are the rewards of foreign language study, she said.

MINUTES BEFORE, in the big meeting hall outside the kitchen's swinging doors, Martha Gottling had looked baffled when someone asked her why she wants to learn Russian.

"I don't know," she shrugged. "I think it's worth it."

THE 15-YEAR-OLD Bexley girl is a sophomore at Columbus School for Girls. She recently placed second in statewide competition in Russian language proficiency.

She seemed to prove Demeter's point about tolerance when she re-

vealed her study of Russian had changed her mind about Russians.

SHE HAD believed they were "communists, out to get you," she explained. "That's what you assume if you don't think."

Gottling and Demeter were two of the nearly 150 high school students and teachers attending a three-day, counterfeit Russian youth camp organized in cooperation with Ohio State University's Center for Slavic and East European Studies. !

THE IDEA, Dr. Leon Twarog explained, is to give the students a chance to use their knowledge of Russian and to promote study of the language in the state's high schools.

Twarog is director of the OSU Slavic Center and acting dean of the College of Humanities.

JAROSLAV VALACHOVIC is the university's coordinator who works with the state's high schools on Lager Druzhba and other foreign language promotions.

"In classes a lot of times," Valachovic said, "the language gets so artificial the students kind of forget what the language is for."

CAMP DRUZHBA reminds them. Posters printed with the exotic Russian alphabet adorn the walls of the meeting house. Students watch Russian language films and learn Russian songs and folk dances.

When they arrived at Lager Druzhba Friday, the students faced Russian militiamen (OSU graduate students) who demanded their passports and fired curt questions about teachers, schools and families.

THE NEXT day, the air was heavy with the aroma of piroshki, a delicious Russian combination of eggs, parsley,

onions, sausage, mushrooms, smoked bacon and more, within a tiny pie crust.

The goal is to get students like Martha Gottling into a third and fourth year of Russian, Valachovic said.

MOST STUDENTS drop Russian after one or two years, he complained, sometimes because it's too difficult, sometimes because their teachers fail to spark their interest, sometimes both.

"Parents and counselors will tell the students, 'Russian is hard — stay away from it,'" Valachovic complained.

THAT'S DESPITE Russia's role in world affairs and increased Soviet dealings with American businessmen and scientists.

That's despite what Valachovic points to as a fact of international life: translation by interpreter is second-hand information — something President Jimmy Carter learned to his chagrin in Poland last December.

WHAT'S THE answer?

"It's a matter of changing attitudes," Twarog said.

Parents who had an unpleasant experience with a foreign language in their own high school days have to be convinced their children can have a pleasant and rewarding experience.

THAT MEANS new teaching methods, Twarog said.

Students get discouraged because a language is difficult to learn and their grades often are poor as a result. But grades are poor only because they reflect inability to learn as fast as classmates. Why worry about how fast a youngster learns, Twarog asked.

"IT'S LIKE climbing a hill," he insisted. "Whether you run or you walk or you crawl, when you're on top of a hill, you're there."

His prescription is credit granted to students as they achieve, something he calls "individualized instruction."

\$3,500 MORE

**(1457) OHIO STATE UNIV. DELIVERS FILM OF
HILANDAR MONASTERY TREASURE**

\$20,000 SNF PLEDGE

On April 11, 1978 a delegation from Ohio State University in Columbus, Ohio made up of Dean Leon Tworog, Prof. David Robinson, and Fr. Mateja Matejic — visited the SNF Home Office, "bearing gifts."

GT. PITT LODGES

The Greater Pittsburgh and Tri-State SNF local lodges selected the Hilandar Room at Ohio State University in Columbus, Ohio as "one of its favorite charities," and pledged \$20,000.00 to its cause.

\$10,000 OF \$20,000

On September 13, 1977, SNF Pres. Robert Rade Stone, on behalf of the local lodges journeyed to Columbus, Ohio and presented to the Ohio State University Officials a check for \$10,000 — the first installment on the \$20,000 pledge.

AGREEMENT

The University officials agreed to give the SNF: (1) a complete copy of the entire microfilming by Fr. Matejic of the "treasures" of the Monastery Hilandar on Mount Athos, for safe keeping; (2) a more limited version of the same, dealing with the Serbian Orthodox Church, for use at the SNF Home Office, by researchers, and (3) some slides.

OHIO UNIV. OFF. DELIVER

On this trip the Ohio State officials delivered Item No. 1 to the SNF, and it was immediately placed for safe keeping in the Safety Deposit box of Mellon Bank.

Item No. 2, is in the process of being selected, assembled and forwarded to the SNF.

Item No. 3, the Slides were delivered per agreement.

OTHER GIFTS

In the spirit of good friendship between the SNF and Ohio State, the officials brought "other gifts."

45 MIN. TV TAPE

A copy of a television tape done by Father Matejic — 45 minutes in duration.

HILANDAR CODICES

A check list of the Slavic manuscripts from Hilandar Monastery (Mt. Athos, Greece) available in microfilm at Ohio State University.

HILANDAR MANUSCRIPT CODEX NO. 323

An "extra" and a surprise was the Ohio State Editions of Hilandar manuscripts series and facsimiles No. 1: Codex 323. Liturgy of St. John Chrysostom — which was dedicated to the Serb National Federation, for its generous support to the Hilandar project.

SNF PRESENTS GIFT

In true Serbian spirit the SNF did not come "empty handed."

\$3,500 MORE

On behalf of the SNF local lodges in the Gt. Pittsburgh and Tri-State area, SNF Pres. Stone and Fin. Sec. M. Milanovich, presented the Ohio State officials with another check of \$3,500, bringing the total of \$13,500 paid toward its \$20,000 pledge.

OPENING — THIS FALL

Tentatively, the University plans a fall opening of the Hilandar Room. At that time the Ohio State University in cooperation with the SNF — will give the Hilandar Room — a true, fitting, colorful, and festive "grand opening." Watch for it!!

In the meantime, if you feel so disposed and want to offer your financial support, we invite your donations.

Source: American SRBOBRAN,
April 26, 1978

(1458) SUMMER QUARTER 1978

The Ohio State University

intensive first-year Russian

RUSSIAN 112

TIME: Monday - Friday, 9 to 12 noon

CREDIT: 15 quarter credit hours

The equivalent of Russian 101, 102 and 103 is offered Summer Quarter. (June 19-August 31, 1978)

Elementary and intermediate Russian for students desiring comprehensive knowledge of Russian in the shortest possible time.

Limited enrollment. Full time of student and full fees required.

Permission of Chairman.

Deadline for applying for Summer Quarter is June 1, 1978.

For further information write or call:

*Slavic Languages & Literatures, OSU
232 Dieter Cunz Hall
1841 Millikin Road
Columbus, Ohio 43210*

(614) 422-6733

PLEASE POST

(1459) TITLE VI FUNDING (Source: "National Association of State Universities and Land-Grant Colleges Newsletter")

Budget decisions on international education programs and initiatives are pending in House and Senate appropriations committees. The administration has requested \$15 million for Title VI and \$3 million for Rubright Hays (sec. 601 and 602) for FY 1979 -- the same levels as last year. This request fails to respond to inflation dollars and precludes funding for Sec. 603, since funds for this section are not triggered until Sec. 601 and 602 are funded at a minimum level of \$15 million.

Dr. Robert Leestma, Associate Commissioner for International Education, briefed the International Affairs Committee last week on OE's view of the budget request, and urged NASULGC support for a \$10 million increase. He reported on plans for new initiatives in global education and the status of the Presidential Commission on Foreign Languages and International Studies.

Important points were:

1. The FY 1979 budget request indicates no plans for sweeping changes in funding for Area Studies Centers. He hopes that Congress can be persuaded to increase the budget from the \$15 million request. He is not optimistic about getting any funds for Sec. 603 (citizen education).
2. The Commissioner plans some new initiatives for FY 1979 -- to spend up to \$3 million for linkages, global education and advanced research. Part of the \$3 million will be met by simply relabeling appropriate on-going program funds; hopefully, however, some new money will be approved by Congress for new initiatives. Also, plans are to liberalize existing regulations to allow universities to reallocate funds where deemed appropriate to cover some advanced research.
3. Future program planning beyond FY 1979 will be influenced by three reports:
 - a. The GAO report, due out soon.
 - b. The Commissioner's Task Force Report on Global Education, due out in June.
 - c. Recommendation of the Presidential Commission of Foreign Language and International Studies.
4. The long-awaited Presidential Commission is yet to be named, but a White House announcement is expected by May 1. Dr. Leestma confirmed that a decision was made last week not to finance the Commission's budget from the already strigent Title VI budget, but from OE's salaries and expense funds. He urged NASULGC to work closely with the Commission once it is formed.

NOTE: The Labor-HEW Appropriations Subcommittees of the House and Senate will be considering these funds in May and need to hear your comments on \$10 million request. Committee members are:

HOUSE--Democrats: Daniel Flood, PA, chm.; William Natcher, KY; Neal Smith, IA; Edward Patten, NJ; David Obey, WI; Edward Roybal, CA; Louis Stokes, OH; Joseph Early, MA; Republicans: Robert Michel, IL; Silvio Conte, MA; George O'Brien, IL.

SENATE -- Democrats: Warren Magnuson, WA, chm.; Robert Byrd, W.VA; William Proxmire, WI; Ernest Hollings, SC; Thomas Eagleton, MO; Birch Bayh, IO; Lawton Chiles, FL; Quentin Burdick, ND; Republicans: Edward Brooke, MA; Clifford Case, NJ; Richard Schweiker, PA; Charles McC. Mathias, MD.

presidential documents

[3195-01]

Title 3—The President

Executive Order 12054

April 21, 1978

President's Commission on Foreign Language and International Studies

By virtue of the authority vested in me as President by the Constitution and statutes of the United States of America, and in accordance with the provisions of the Federal Advisory Committee Act (5 U.S.C. App. I), it is hereby ordered as follows:

SECTION 1. *Establishment.* (a) There is hereby established the President's Commission on Foreign Language and International Studies, hereinafter referred to as the Commission.

(b) The Commission shall consist of not more than twenty-five members to be appointed by the President, one of whom shall be designated by the President to chair the Commission.

SEC. 2. *Functions.* (a) The Commission shall conduct such public hearings, inquiries, and studies as may be necessary to make recommendations to the President and the Secretary of Health, Education, and Welfare in accordance with the objectives of the Commission outlined in subsection (b) of this Section.

(b) The objectives of the Commission shall be to:

(1) Recommend means for directing public attention to the importance of foreign language and international studies for the improvement of communications and understanding with other nations in an increasingly interdependent world;

(2) Assess the need in the United States for foreign language and area specialists, ways in which foreign language and international studies contribute to meeting these needs, and the job market for individuals with these skills.

(3) Recommend what foreign language area studies programs are appropriate at all academic levels and recommend desirable levels and kinds of support for each that should be provided by the public and private sectors.

(4) Review existing legislative authorities and make recommendations for changes needed to carry out most effectively the Commission's recommendations.

SEC. 3. *Administration.* (a) To the extent authorized by law:

(1) All necessary expenses incurred in connection with the work of the Commission shall be paid from funds available to the Department of Health, Education, and Welfare.

(2) The Secretary of Health, Education, and Welfare may provide, or otherwise obtain, appropriate professional, technical, clerical and administrative personnel as may be necessary to enable the Commission to perform its functions.

(3) Executive agencies shall assist or otherwise cooperate with the Commission in the performance of its functions.

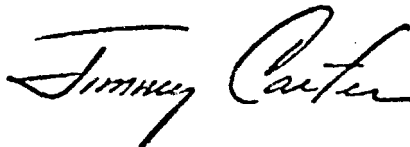
(4) Each member of the Commission who is not otherwise employed in the Government may receive compensation at the rate of \$100.00 per day for

THE PRESIDENT

each day such member is engaged in the work of the commission, and may also receive travel expenses, including per diem in lieu of subsistence (5 U.S.C. 5702 and 5703).

(b) Notwithstanding the provisions of any other Executive order, the functions of the President under the Federal Advisory Committee Act (5 U.S.C. App. I), except that of reporting annually to the Congress, which are applicable to the Commission, shall be performed by the Secretary of Health, Education, and Welfare in accordance with guidelines and procedures prescribed by the Administrator of General Services.

SEC. 4. *Termination and Final Report.* The Commission shall submit its final report to the President not later than six months after its first meeting and shall terminate thirty days thereafter.

A handwritten signature in cursive script, reading "Jimmy Carter".

THE WHITE HOUSE,
April 21, 1978.

THE INTERNATIONAL RESPONSIBILITY OF HIGHER EDUCATION

[The following policy statement was adopted by the American Association of State Colleges and Universities (One Dupont Circle, N.W., Washington, D.C. 20036) during its 15th Annual Meeting in November 1975.]

The Implications of Interdependence

Institutions of higher learning which claim to offer an education appropriate to the highly interdependent world of today must seriously examine, plan, and implement their international role in the curriculum and other programs. It therefore has become urgent and necessary to attempt to clarify the set of obligations and opportunities that are basic to the fulfillment of the international responsibilities of higher education.

The Process and Its Semantics

There is much confusion about programs labeled as international education. For some, international education is equated with the academic and cultural experience of students spending a semester or a year in a foreign culture. For others, it is the teaching of international relations or area studies on campus. For yet others, it might be the involvement of a group of scholars and administrators in the educational development of other countries. Still others have broader conceptions involving the introduction of students and faculty to transnational institutions and processes. All of these activities and many others are but fragments of the broader and vital process of international education, a process which spells out significant values and commitments and a process whose total impact is long-term and much broader than that of the sum of its parts.

"International Education" encompasses:

- (a) the international content of curricula;
- (b) the international movement of scholars and students concerned with training and research;
- (c) the arrangements engaging United States education abroad in technical assistance and educational cooperation programs.

The terminology "international-intercultural" is used to indicate:

- (a) that intercultural education is the larger concept that embraces international as well as domestic educational experience;
- (b) that intercultural experience acquired within a nation-state can be invaluable in dealing across national boundaries.

The Purpose of International Education

The globalization of education should not be on the fringe of the curriculum, "the frosting on the cake." Rather, it must be institutionalized as an integral part of the pedagogical philosophy of the institution and its curriculum. There is no student presently in college who should be exempted from acquiring some sensitivity to the existence, diversity, and dynamic interrelationship of the many cultures in our world society. At graduate and professional levels, there is scarcely a field of knowledge that can be isolated from global issues and the pursuit of their solution. Major areas of training, research, and applied fields can hardly ignore the multinational dimension. The stark realities confronting us are that our existing international economic and political relationships need rethinking. Successful United States educational and cultural interactions with other countries are essential to the long-term contribution of the United States to world peace and to the world-wide improvement in the "condition" of man.

It often has been said that the purpose of a liberal arts education is to liberate the mind. It may be added that within that general purpose, international education has the specific objective of combating ethnocentrism and parochialism. A multitude of programs and diverse approaches can be designed to eliminate ethnocentrism and parochialism, the existence of which in a person is the very antithesis of quality education.

Graduate and professional training require a varying degree of immersion in matters international, depending on the field. However, it is safe to assert that:

- (a) every graduate or professional person has much to gain from exchanges and contacts with colleagues in other societies;
- (b) global issues such as hunger, population, pollution, war and peace will require addressing by multinational, multidisciplinary collaboration.

Vietnam and other issues also have proved that the stakes of United States foreign policy are too critical to be allowed to rest on an uninformed United States citizenry. Higher education has a responsibility to promote greater comprehension of international issues and their implications by the United States public. The United States also must maintain a pool of competence on foreign areas. We must teach Chinese and Russian as well as German, French, and Spanish. We must know about the social, economic, and political dynamics of Ghana as well as those of the U.S.S.R. or of the countries of the Middle East. As a major industrial-technological power we must be involved in significant technical assistance and cooperative relationships around the world. No matter how we define our national interest, such widespread participation is essential to reducing the chances of violence and war.

In short, in training, research, the conduct of technical cooperation, diplomacy, business, and many other fields, the United States cannot possibly survive in isolation. We have entered the irreversible era of interdependence and our educational fare must reflect this reality. It is in this sense that we conceive of international education as an integral part of quality education, and not as an additive or a luxury which some can afford and others cannot.

The Responsibility of Our Colleges and Universities

The mandate that emerges for higher education is compelling. We urge that, irrespective of its student composition, size, or location, each college and university consider seriously within its normal governance structure the following questions:

1. Does its current undergraduate curriculum reflect the implications of interdependence? Are the "international" and "intercultural" components of its curriculum an integral part of a total institutional plan, or an uneven and fragmented assortment of interests?
2. What ought to be the "international" role of the institution on campus and externally? What is the best way to examine and to plan such a role?
3. What is the status of its resources, human and material, in international studies? How can it strengthen these without additional funding? What is it that it must do that requires additional funding?
4. Has it considered curricular alternatives in such fields as area studies, interdisciplinary and comparative studies, cross-cultural education, etc.? What is the potential of the outreach programs in the international areas?
5. Is it making full use of opportunities for faculty development? How can it develop other opportunities in this area? Does it have provision for visiting foreign students?
6. What is its policy on admission and training of foreign students? Is it making full use of their presence?
7. Is it making full use of opportunities for its students to study and to work in a foreign society?
8. Has it considered the possibility and value of inter-institutional cooperation and consortia arrangements both within and outside the United States in fulfilling its program objectives?
9. Has its board of trustees (or its equivalent) seriously considered the international role and responsibility of the institution? How about its State Commission on Higher Education? Its state legislators?
10. What is its policy in international education in relation to "continuing education" groups, the business community, the media, the government, and K to 12 public education?

Commitment

We strongly urge the commitment of higher education to institutionalizing international education. We recommend that each institution of higher learning examine, and plan, its international dimension and programs on and off the campus. We believe that this is

a basic responsibility that higher education must meet at this juncture in history when it is imperative to ensure that future generations of graduates are aware of and able to cope with the dynamics of world interdependence. While the surface crisis in international education is partly financial, we are convinced that it is mostly a crisis of insufficient commitment based on lack of appreciation of the stakes involved. There is much more that can be done in generating resources. We can learn from existing trends and experiences, but there is no substitute for the internal, institution-wide process of examining and planning the responsibility and potential role of the institution in international education. Above all, we call for the genuine commitment of the educational leadership to, and the support of other sectors of society for, a mission that has as its ultimate objective not only quality education, but the single most important contribution to the survival of the human race.

From: ADFL Bulletin, May, 1977.

National Foreign Language Week, 1977

Following is the text of a Presidential Message distributed by the White House on 22 March 1977 to the Joint National Committee for Languages, the press, and other organizations and agencies:

National Foreign Language Week gives all of us the opportunity to examine the importance of foreign language study and to reassess the position of language instruction in our educational system.

When I was Governor of Georgia, I was pleased to invite all foreign language teachers to Atlanta in 1972 to attend a national convention on the teaching of foreign languages. My awareness of the importance of linguistic skills has been sharpened by my travels in Latin America. I learned the enormous value of being able to communicate freely and directly on a person-to-person basis.

As President I have come to believe even more strongly in the benefits of mastering a foreign language. As time allows, I work to improve my own fluency in Spanish, and members of my family are actively studying this language.

I appreciate the good work of our nation's foreign language teachers in constantly upgrading their professional standards, and I share their concern about declining enrollments in this area during recent years.

I think this observance provides a positive step in the direction of encouraging useful and rewarding language study at all levels of education and on through adult life.

Friendly and peaceful relations among nations depend greatly on improved communication between their individual citizens. Becoming fluent in another language is one of the finest ways of achieving such improved communication and promoting better international understanding and goodwill. In the spirit of this Week, I commend all those who are currently teaching or studying a foreign language, and I encourage other fellow citizens to do so.

Jimmy Carter